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ABSTRACT

Prepared as a resource for teacher use to present Indian life and culture in their classrooms, this annotated bibliography of 53 Indian curriculum materials represents books, units of study, teacher resource materials, records, filmstrips, and motion pictures. Only items reviewed and validated by a committee of readers, comprised of six Indian educators and two whites who are friends of the Indian community and knowledgeable about Indian education and culture, are included. Emphasis is placed on those materials representing the contributions and culture of the local American Indians in a positive manner; hence, the selection of materials reflect the dominant local Native American Indian culture of South Dakota - the Teton Lakota, Ihanktowan Nakota, and Santee Dakota Sioux. The entries, providing as much bibliographic detail as available on authors, publishers, prices, dates (between 1968 and 1975), grade suitability, and length, are arranged alphabetically by title. Part I presents general Indian cultural materials under the categories of history, music, and literature. Part II lists materials for teachers and contains courses of study and bilingual materials. Part III is devoted to visual materials - films and filmstrips. Part IV is a listing of radio stations in South Dakota, North Dakota, Minnesota, and Nebraska that broadcast American Indian programs. Resumes of reading committee members and their selection criteria and observations are also included. (NEC)

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INDIAN STUDIES CURRICULUM MATERIAL

ANNOTATED BIBLIOGRAPHY

INDIAN ETHNIC HERITAGE STUDIES
CIRRICULUM DEVELOPMENT PROJECT, 1974-75

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Pierre, South Dakota

"Indian Ethnic Heritage Curriculum
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RC 01

Indian Education
DIVISION OF ELEMENTARY AND SECONDARY EDUCATION
Department of Education and Cultural Affairs
Pierre, South Dakota 57501

Thomas C. Todd
State Superintendent
of Schools

"INDIAN ETHNIC HERITAGE STUDIES CURRICULUM DEVELOPMENT PROJECT"
1974-75

This Indian Cultural Curriculum Project was initiated, encouraged, and developed under the leader ship of Dr. Donald Barnhart, former State Superintendent of Schools of South Dakota.

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Fr. Stanislau Maudlin, - Blue Cloud Abbey, Marvin, South Dakota
Mrs. Mercy Poorman - University of South Dakota, Vermillion, South Dakota
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This Project was made possible through a grant from Title IX
Ethnic Heritage Studies, ESEA, U.S. Office of Education, Washington, D.C.

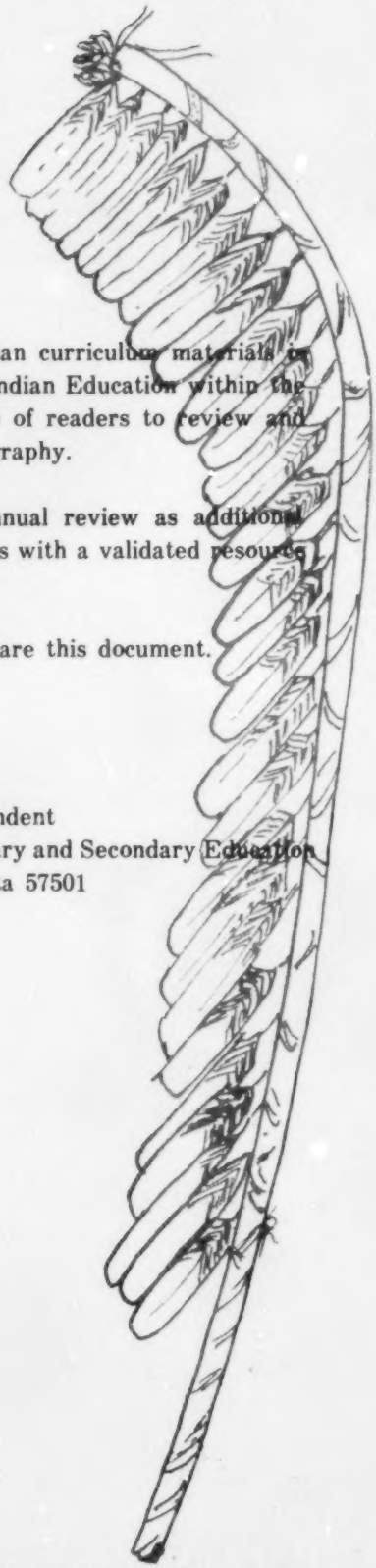
FORWARD

As a service to local school districts this annotated bibliography of Indian curriculum materials is prepared as a resource for teacher use. Josie White Eagle, Director of Indian Education within the Division of Elementary and Secondary Education initiated a committee of readers to review and validate the materials, records and films for inclusion within the bibliography.

The annotated bibliography is a beginning which will require an annual review as additional instructional materials are made available. It is designed to assist teachers with a validated resource for use in their classrooms presenting the Indian life and culture.

A special thanks to the listed readers and consultants who helped prepare this document.

Terry Pexa
Associate Superintendent
Division of Elementary and Secondary Education
Pierre, South Dakota 57501



4 CEREMONIAL STAFF

PREFACE

"There are no absolute truths," nor is anything ever complete. Those authors, materials, units, and etc. which do not appear in this annotated bibliography were not left out on purpose. The incompleteness can be corrected by sharing knowledge, information, and materials with the editor of this document. Share, so that others may have the benefit of your contribution to the education of our young people.

Fallibly yours,

Dr. Robert A. Ryan, (Mato Topa)
Assistant Professor of Counseling
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TABLE OF CONTENTS

Listing of Staff
Forward by Terry Pexa
Preface by Dr. Robert A. Ryan, University of S.D., Vermillion, S.D.

ORGANIZATION OF MATERIALS ..... Page 5
RESUMES OF READING COMMITTEE 6
OBSERVATIONS 8
READING COMMITTEE INTENT 12
EVALUATOR'S REPORT FORM 13
PART I
GENERAL INDIAN CULTURE 15
HISTORY 15
MUSIC 17
LITERATURE 18
PART II
SUPPLEMENTAL MATERIALS FOR TEACHERS 21
CLASSROOM CURRICULUM MATERIALS 24
BILINGUAL MATERIALS 28
PART III
FILMSTRIPS 30
MOTION PICTURES 32
AUDITORY MATERIALS ..... 37 - 37a
PART IV
ADDRESSES 41-42

ORGANIZATION OF THIS LISTING OF MATERIALS

This material is divided into four parts. Part I is General Indian Cultural materials. It is then subdivided into topics such as History, Music, Art, etc. Part II is Materials for Teachers. It contains courses of study, bilingual materials, and any other materials of special interest to teachers. Part III is devoted to materials which appeal to the eye, the Visual materials. Part IV is the Audio materials. You will notice a different color is used for each part.

No effort has been made here to place materials in more than one place. For example Indian music could well appear in the Music section and in the Audio section. If such repetition would be of assistance, please make your wishes known. Suggestions about any such changes that would make this listing more usable are most welcome.

There is a list of addresses for your convenience at the back. Every effort was made to gather all the information. Where something was not available, such as a price or date of production or publication, it was not included at all. Prices, of course, will probably be different from those listed here. Any material may become unavailable as supplies that were printed are depleted. Materials listed herein are both commercial materials and those printed by various non-commercial agencies.

BIOGRAPHIES OF READING COMMITTEE

Indian Ethnic Heritage Studies Curriculum Development Project

DR. JOHN BRYDE was born August 4, 1920, in Wichita, Kansas. He received the A.B., M.A., and S.T.D. degrees from St. Louis University. He spent twenty-three years on the Pine Ridge Reservation as a teacher of Indian students, Missionary, Superintendent of an Indian School, and Researcher in Indian Education. He learned the Sioux Language and was adopted into the Sioux Tribe with the name of Wahacanka ska, White Shield. He is the author of Three Books on Indian Life and Education. Since 1968, he has been a professor in the School of Education at the University of South Dakota at Vermillion, South Dakota.

CHRISTINE LONG WARRIOR DUNHAM is 45 years old and is a mother of twelve children and nine grandchildren. She lives on and is a life-long resident of the Rosebud Reservation. She went to school at the Pierre Indian School for the period 1935-1942, is married and raised her children at Norris, South Dakota. She received a G.E.D. certificate in 1970, while working in the Head Start Program as a Teacher's Aide where she worked for eight years. In 1973 she was hired to teach the Indian Studies at He Dog Elementary School of Todd County Schools where she and Carla Fielder Claymore and Margret Douville started developing the materials for use in the classroom. She is currently a representative from Norris (Blackpipe) on the Tribal Council, and is very interested in children and their education.

MONICA GARREAU was born and raised on the Cheyenne River Reservation at Eagle Butte, South Dakota, and Timber Lake, South Dakota. She attended college at the University of South Dakota and received a B.S. in Secondary Education at Black Hills State College. Currently is employed at the Center of Indian Studies, Black Hills State College as an instructor of Indian Education and Indian Art History courses.

EUNICE LARABEE is a mother and a grandmother and takes great pride in her family. While she is retired, she is active and maintains interest in many organizations such as the Lakota Health Organization, the Status of Women for the State of South Dakota, and has attended many national Tribal meetings pertaining to Tribal affairs. In 1974, she attended the National Convention of the Inter-States Association of Commissions on the Status of Women. Eunice is an excellent resource person on Indian Culture and is a very good public speaker. She has lived all her life on the Cheyenne River Reservation and resides in Lantry, South Dakota.

FATHER STANISLAU MAUDLIN is a well-known resource person on Indian Culture and remains active as a writer, editor, and a friend of the Indian people. He serves at the American Indian Culture Research Center, Blue Cloud Abbey, at Marvin, South Dakota, 57251.

MERCY POORMAN is a Rosebud Sioux and lives at Antelope Community, Mission, South Dakota Mercy is a mother and raised and cared for her family when she began her college studies on the Reservation. She served as a Head Start teacher, and ultimately went on to the University of South Dakota, where she received her Baccalaureate Degree in Education in 1975.

EVA V. WITT was born and raised in Wanblee, South Dakota, on the Pine Ridge Reservation. Received elementary and high school education in Oglala Community School in Pine Ridge, South Dakota. She lived for fifteen years at the Black Hills Ordinance Depot until it was phased out, then moved back to the Reservation and lived at Allen, South Dakota, where she started to work for Head Start at its beginning as an aide and advanced to head teacher. She left the Head Start Program to work for the Manpower Program as a counselor for the enrollees on these programs. She is now a Teacher Corp Intern from Black Hills State College and is teaching at the Middle School in Pine Ridge, working with Kindergarten, 6th, 7th and 8th grades.

YVONNE WYNDE was born and grew into adulthood in rural Sisseton, South Dakota, where she is an enrolled member of the Sisseton-Wahpeton Tribe of South Dakota. She graduated from St. Mary's School, Springfield, South Dakota, attended the University of Minnesota and has a Master's Degree from Harvard University. She has served as Academic Vice-President at the Oglala Sioux Community College, Pine Ridge, South Dakota. Yvonne is the mother of four children, Gabrielle, Lisa, Brother, and Guy. She currently lives in and works in Indian Education for the Standing Rock Sioux Tribe at Fort Yates, North Dakota.

OBSERVATIONS OF THE READING COMMITTEE

The committee which viewed, read, and listened to the materials reviewed in this listing of curriculum materials made several observations regarding materials and Indian Education. They are included here in the hope that they may help others who are themselves preparing materials, reviewing materials, and using materials involved in Indian education and especially in working with Indian children and youth.

Your reactions to them are welcome. Suggestions, and especially materials, designed to fit one or more of these concerns are most welcome. Send your reactions, suggestions, or materials to:

Indian Education Office
Division of Elementary and Secondary Education
Department of Education and Cultural Affairs
Pierre, South Dakota 57501

Phone: (605) 224-3442

1. Some materials lack a real "Indianness". Both Indians and non-Indians using materials which are represented to be about Indians deserve that which is genuine and real. Especially note if material has had something Indian inserted into what obviously was not an Indian material before. This could be a chapter, paragraphs, a section, or illustrations. Check the producer, author, and/or illustrator for qualifications or background which would recommend the material as authentic.

2. Local cultures vary. Material produced for one local situation or school, although well-done and effective, may not be relevant at all or only in part for other localities.

3. The spelling of Lakota/Dakota words is confusing. There is a need to teach spelling in the Indian Languages. It would be helpful to have Indian words followed by a phonetic spelling to help convey their pronunciations.

4. Anyone who is selecting materials about Indians would do well to beware of materials that tend to dehumanize the Indian people. Materials should reveal Indians as people and within their own group reveal the individualities that exist in any group of people. Indians should not appear in secondary roles to those of non-Indian people.

5. In the various non-Indian cultures of the world there is a great variety in life-styles. Materials about Indians should reflect the variety in the development of life-styles in the different cultures of the Indians.

6. There needs to be an awareness on the part of Indian and non-Indian writers not to use words that perpetuate stereotyping. At the same time there needs to be an awareness on the part of readers or listeners to be alert for the use of "loaded words" such as savage, primitive, conniving, lazy, superstitious, treacherous, willy, crafty, inscrutable, docile, and backward.

7. An orientation to the customs and cultures of the Indian children who attend the school would surely enable the non-Indian teacher to better know and understand the children he or she is to teach.

8. Recommend a teacher manual to teach Tetonwan Lakota, Ihanktonwan Nakota, and Isanti Dakota of the Sioux.

9. Non-Indians who demonstrate a real interest in increasing their knowlege of Indians are to be encouraged.

10. In order to teach Indian studies more effectively, it is recommended that Indian people should teach Indian Studies in the schools. An Indian Studies course should also make use of Indian resource persons.

11. There is a need to define and promote consistency in the use of Teton, Tetoni, Lakota, Ihanktonwan Nakota, and Isanti Dakota.

12. Materials developed for Indian Studies reflect the dialect that is spoken locally. Materials releated to a specific group or band should indicate and be distinguished as to what group of Indians they are about: i.e. Lakota or Dakota,

a. Teton Lakota (Tetonwan)
b. Ihanktonwan Nakota (Yanktonais)
c. Santee Dakota (Isanti)

13. Different groups or bands use different names for things such as the months. These differences should be recognized as natural variations in the development of the variety of life-styles in the Indian cultures.

14. In Lakota/Dakota speaking homes English is a second language. Children from these homes learn English as a second language so their speech patterns and their pronunciations show the characteristics of the Lakota/Dakota language. These speech characteristics should not be recognized or classes as "speech problems".

15. There seems to be different versions of the character Iktomi. The committee has defined Iktomi and will consult with other members of the comraunity to confirm or change the definition. Iktomi, sometimes referred to as Ikto, is an imaginary character from the traditional Lakota Okuakaka stories. He is portrayed as a male person who is a trickster. He is often depicted as one being lazy or foolish and sometimes he appears as stupid. He seems to have many of the vices of human beings. These stories about Iktomi are to entertain and to teach a moral.

16. An area needing implementation and development is the teaching of Tribal Government in the schools. This should begin in the Elementary grades and the concepts and understanding developed in more depth on through the Secondary level.

A. Traditional
B. IRA-Reorganization Act
C. Present Tribal Government
    1. Charter
    2. Constitution and By-Laws
D. Resource People
    1. Tribal officers
    2. Community presentation
    3. Community leaders
    4. Tribal program directors

17. Music is an integral part of Indian culture. There is need to record and compile Lakota music. Schools offering Indian Studies need a library of records and/or tapes including all of the different kinds of music that are a part of Indian life, both the traditional and the contemporary music.

A. Traditional
    1. Omaha (Green grass)
    2. Love songs
    3. Round Dance
    4. Hunka Ceremonial songs
    5. Victory Dance
    6. Handgame Dance
    7. Naslohan Wacipi

B. Prayer-Religious Songs
    1. Honoring
    2. Sun Dance
    3. Uwipi (pronounced u weep'i)
    4. Peyote

C. Contemporary
   1. Sioux National
   2. Rabbit
   3. Round
   4. "49"
   5. AIM Songs (American Indian Movement)
   6. Floyd Westerman songs and other contemporary composers and singers.
   7. Shawl Dance

D. Social Dances
   1. Rabbit
   2. Owl Dance
   3. Round Dance

E. Other Songs

   Songs that are interwoven into our lives, such as Christian, Gospel Hymns which the Indian people have translated.

READING COMMITTEE INTENT

The Reading Committee carried out a decision they made early in their planning and preparation that they would concentrate on those materials representing the local Indian culture which is the one with which they felt they were most familiar. It was not their intent to include all Plains Indians; hence, the selection of materials reflect the dominant local Native American Indian culture of South Dakota, and this is the Teton Lakota (Tetonwan), Ihanktowan Nakota (Yanktonais,), and the Santee Dakota (Isanti) Sioux.

This project reviewed curriculum material which they identified as suitable for classroom use. It was not their intent to do a book review. They established their own criteria which appears under Observations of the Reading Committee.

The Indian Ethnic Heritage Studies Reading Committee and the Indian Education Office of the Division of Elementary and Secondary Education take this opportunity to provide teachers of the young people of South Dakota, both Indian and non-Indian, with this annotated bibliography which reflects the contributions and culture of the local American Indians in a positive manner.

EVALUATOR'S REPORT

Each Evaluator is asked to provide the Project with the following information on each set of curriculum materials. In order to do this, you may work independently to get your impressions on paper, however, you are free to use information received in small group sessions as well as in the general sessions where discussion is open to everyone.

It is suggested that you use a separate Evaluation Sheet for each set of materials, films, records, etc.

I. Your recommendation, and reasons for recommendation that this material be included in the bibliography. If not recommend, please state your reasons.

II. Use your own words to describe what the material is all about. These will be used to develop the notes for the annotations.

As each Evaluation Report is completed, please turn them in to the Coordinator.

PART I

GENERAL INDIAN CULTURE

HISTORY

MUSIC

LITERATURE

GENERAL INDIAN CULTURE

1. THE INDIAN IN THE CLASSROOM. Department of Public Instruction, Helena, Montana. — High School & College Booklet

   A compilation of essays by nationally recognized Indian and non-Indian authors which are directed toward helping the teacher of young Indian people to gain an insight into Indian students. It is recommended especially for those who are just beginning to learn about the Indian people and should be required reading for all teachers of Indian children. Sources for films and records are included.

2. THERE'S AN INDIAN IN YOUR CLASSROOM. State Department of Education, Boise, Idaho, 1968. 123 pages. — College Booklet

   This is a guide for teachers and non-educators who are concerned about the education of Indian children. It is essential that it be read by teachers of Indian students. An excellent understanding of the Indian student in the modern world is provided. Supplemental information is furnished.

HISTORY

1. DAKOTAH. Tribal History Program. 1971. 194 pages. — Junior High & High School Booklet

   This is a brief, scholarly and complete outline of important events in the history of the Flandreau Santee Sioux. It covers a period from pre-plains to corporate days of the 1970's. It is a well-researched project.

2. EHANNA WOYAKAPI. Sisseton-Wahpeton Tribe of Lake Traverse Reservation. Sisseton, S.D. 1972. 60 pages. — All Levels

   Two volumes of a fine history of these people make this material good for instructional material. Two legend pamphlets and two groups of pictures are additional and enhance the excellence of the history.

3. INDIAN HISTORY AND CULTURE. William Pike. Pine Hill Press, Freeman, S.D. 1972. 100 pages. — Junior High Booklet

   Teachers will find the history and cultural units with study questions very useful in the classroom. It contains 65 lessons and there are illustrations.

4. KUL-WICASA-OYATE. Lower Brule Tribe. Lower Brule, S.D. 1971. 129 pages. — Junior High & High School Text

A valiant attempt to write factual information characterizes this book. It is a well written account of the history of the Lower Brule Sioux Tribe with pictures to illustrate. The time element is from the early 1800's to the contemporary scent. Excellent resource material.

5. THE DAKOTA HERITAGE. Virginia Driving Hawk Sneve. Brevet Press, Sioux Falls, South Dakota, 1973. 74 pages. — High School Book

The availability of this book makes it an asset to people who are interested in Indian history. Indian place names are compiled into a book which is recommended as a history source for those who are working with Indian people on the reservation. Not all places may be included but the author has made an effort to be as accurate as possible.

6. THEY LED A NATION. Virginia Driving Hawk Sneve. Brevet Press, Sioux Falls, S.D. 1973. 46 pages. — Junior High & High School Booklet

This is a collection of 24 biographical essays of Dakota and Lakota men with portraits drawn by a native American artist. Students may be motivated to do further research due to the brevity of the sketches.

Authentic sources that are needed to secure information for writing such as this are fast disappearing and in some instances the author may find it necessary to inject some of his own thought processes. Evidences of non-Indian writing may appear so explanations may be in order. Indian youth will be alerted to the existence of important Indian personalities of the past

MUSIC

1. AMERICAN INDIAN MUSIC FOR THE CLASSROOM. Any Level, Records
   Dr. Louis Ballard, Canyon Records. C 1973.

   4 records, 8 slides, 27 selections, 331/3 rpm, compatible stereo, Teacher's Manual of 88 pages, music, illustrations.

   The Teacher's Guide would assist the teacher immensely. Selections are from various tribes. Especially note Disk 1, Side 2, "Dakota Love Song". The music and singer are good. Individuals may find the lyrics and music different from that which they have learned. Well organized material, interesting and tastefully done. Commentator or singer goes slowly enough for all to grasp the words.

LITERATURE

1. READ ALOUD STORIES. 1972. Loraine Webster, Educational Research and Service Center, University of South Dakota. ($3.50 set)

Elementary
Story Booklets

Ten Booklets, 9-20 pages each, illustrated.

The stories in these booklets depict the culture and heritage of the Sioux people. The stories are designed for elementary children and written to be read aloud. They are illustrated by Mrs. Muriel Bierle, an Indian woman from Rosebud. The stories are:

Little Kitten Earns a Name
A Different Kind of Calendar
The Story of the Peace Pipe
Tommy's Vision
A Visit to the Zoo
An Indian Game
I Wish I Had a Horse
An Indian Artist
The Wacipi
Winning the Eagle Feather

2. REBUS READERS. 1972. Mabel Schleif. ER&S Center, University of South Dakota.

Primary
Story Booklets

Ten booklets in a set. Ten pages and one story per booklet. Illustrated by students from St. Paul's Indian School, Marty, South Dakota. (In a rebus story a small drawing replaces some of the words.) Readability 1.7 to 2.2 grade level.

3. THE HOKSILA AND THE WINONA SERIES. 1972. Evelyn Two Hawk. Educational Research and Service Center, University of South Dakota.

Elementary Level

2 sets of 5 booklets each, illustrated, Teacher's Manual for each series. (Available Fall 1975)

These two series of booklets, written by a Native American author, depict vividly Indian culture. Although written for Native American lower elementary children, non-Indian students will also profit immensely from these beautiful stories. The material was developed by Dr. Loraine Webster. The teacher's manuals contain useful and specific helps and suggestions for using the stories in classrooms. The Winona series is about a little Native American girl. This is an excellent rendition of important aspects of Sioux Culture. The series can be highly recommended for all readers.

The Hoksila Series:

- Hoksila
- Hoksila and the Wolf
- The Peace Pipe
- The Vision
- The Wasicu

The Winona Series:

- Winona
- Winona and the Fawn
- Winona at "On The Tree"
- Winona Becomes a Women
- Winona and the Sacred Medicine

PART II

SUPPLEMENTAL MATERIALS FOR TEACHERS

CLASSROOM CURRICULUM MATERIAL

BILINGUAL MATERIALS

SUPPLEMENTAL MATERIALS FOR TEACHERS

CENTER OF INDIAN STUDIES CURRICULUM UNITS:

These are college-level units designed to provide college instructors, who may be unfamiliar with Indian Studies materials, with a teacher's guide emphasizing the Indian Studies approach to selected Topics. These curriculum units were created by the staff of the Center of Indian Studies. In addition to those listed below, a unit on Indian Education is being compiled. At this writing it is partly completed. Of four parts planned, the first two are completed.

1. AMERICAN INDIAN POLITICAL SYSTEMS. Black Hills State College, Spearfish, S.D. 1975. Center of Indian Studies. College Level Course of Study

   84 pages, five units, bibliographies.
   A student using this course of study examines the status of the Indian person within the framework of the political systems in which he exists. It explains the tribal government since the 1934 Law--Wheeler Howard Bill was enacted.

2. INDIAN EDUCATION. 1975 Center of Indian Studies, Black Hills State College College Level Course of Study
   2 vol., 324 pages, Parts I-IV, bibliographies.

   This introduction to Indian Education is designed to provide an overview of the field of Indian education within the context of American Indian Studies. Students approach educational issues and problems from a perspective that consideries the interrelatedness of all aspects of Indian education to all aspects of the historical and contemporary Indian experience. Each of the four parts has a narrative for the use of the instructor, list of sources, section of relevant documents, specific objectives, and discussion topics. There is a selected supplemental bibliography, list of Native American Tape Services, and a list of radio stations broadcasting American Indian Programs. The Parts are:
   - Part I - Historical Overview of Indian Education
   - Part II - Contemporary Status of Indian Education
   - Part III - Problems and Issues in Indian Education
   - Part IV - Higher Education

3. LAKOTA ORAL LITERATURE. Center of Indian Studies, Black Hills State College, Spearfish, S.D. — High School/College Course of Study

41 pages, six units, bibliographies.

The Lakota people have an oral tradition, rich and emphatic in its establishment of the many rules that are the basis of their society and passed down through many generations in storytelling form from the earliest days. This course of study leads the student through a study of these stories and legends. There are lists of materials needed, objectives, Important Facts, Class Activities, and a part called To The Instructor. Highly Recommended.

4. LAKOTA SOCIAL SYSTEMS. Center of Indian Studies, Black Hills State College, Spearfish, S.D. — High School/College Course of Study

70 pages, six units, bibliographies.

The Lakota social system is seen as fundamental to many other considerations such as anthropological, technical, and economic. History, psychology and sociology are woven into the units which are both an historical and contemporary perspective. There is a good bibliography of film resources. More of the Oglala customs are related.

5. TRIBAL, TREATIES AND GOVERNMENT. Center of Indian Studies, Black Hills State College, Spearfish, S.D. 1975. — College Level Course of Study

88 pages, six units, bibliographies.

Begins with a background of tribal law prior to white contact and then the subsequent signing of treaties, followed by court decisions that have affected the relationships of the Lakota people with the Federal Government and all the agonies of readjustment that accompanied these events. Leaders grew rather than being created or elected. Consensus was the goal to that the community acted as much as possible as one unit.

6. LAKOTA INDIAN VALUES. Barbara Walch, editor, Rapid City Public Schools and Black Hills Teacher Corps Project. Spearfish, S.D. — Sixth Grade/Adult

485 pages.

This is a source book for anyone attempting to inform contemporary learners. It is broad in coverage and full quotable quotes and perceptive judgements about the diversity of cultures and values in this land. Various articles or excerpts by various Lakota people and other Indian persons explain the various Indian aspects of life in the past.

7. MODULES FOR LEARNING, EQUAL EDUCATIONAL OPPORTUNITIES, Project, Donald D. Ross, Editor, School of Education, University of South Dakota, 1974, — All levels

109 pages.

An excellent resource of learning modules, stating topics, resources, objectives, and activities on subjects related to Indian culture to be used by teachers of Indian Studies. These were developed so the participants of an E.E.O. project could demonstrate their particular area of teaching.

8. QUILL WORK AND BEADWORK OF THE WESTERN SIOUX, by Carrie A. Lyford, a publication of the Education Division, U.S. Office of Indian Affairs, Illustrated, — Secondary level

116 pages.

Valuable resource on the Sioux craft of quill and beadwork.

CLASSROOM CURICULUM MATERIALS

1. AMERICAN INDIAN CURRICULA DEVELOPMENT PROGRAM. North Dakota Development Corporation, Bismarck, N.D. — Elementary Units

   A highly recommended set of cultural units on 8 topics dealing with the Indian family, history, education, values and general culture which is applicable to South Dakota. Would enrich any class concerned with civics. Transparencies, a teacher's manual and student booklets are included.

2. ART AND INDIAN CHILDREN OF THE DAKOTAS. Curriculum Development Center, Aberdeen, S.D. — Elementary Booklet

   Series Two. 167 pages.

   An excellent source for anyone who is interested in the art and culture of the western Sioux. An effort is made to fully explain the art of the Lakotas and to develop an appreciation of what they have contributed to the field of art. It correlates the senses and how they help us to become aware of the beauty that surrounds us. The print enhances the effectiveness and the photos of the Lakotas are outstanding.

3. AN INTRODUCTION TO ART: SERIES #1
   ART AND INDIAN CHILDREN OF THE DAKOTAS
   Arthur Amiottee, writer and coordinator, Cultural Arts Curriculum Development Center. — Elementary Course of Study

   100 pages.

   This is one of a bicultural series to be used by teachers and students who have an interest in the art and culture of the Sioux. It is understandably written for younger children. There are excellent demonstrations. Basic symbols and signs of the Sioux are shown. A feeling for the Indian people is evident. Highly recommended.

Indian Ethnic Heritage Studies Curriculum Development Project, 1974-1975. This is comprised of seven elementary and middle school units of Indian Studies to be used by teachers. These were developed under Title IX of ESEA, Ethnic Heritage Studies. The units are:

4. THE INDIANS SPEAK FOR THEMSELVES. Alan J. Allery. Division of Elementary and Secondary Education, Pierre, S.D. 1974-1975. 92 pages. Intermediate Junior High Levels

   The students are exposed to thoughts of the Lakota/Dakota people which are expressed in poetry, narratives and statements by famous Indian personalities with activity lessons. An insight is gained as to why the Lakota/Dakota feel as they do about the injustices they have been subjected to. This unit is composed of ten lessons and a teacher's guide accompanies it. It is essential to the success of the unit that the teacher spend time in preparation and the conducting of the lessons. Suitable for individualized instruction. Detailed instructions are included and interesting illustrations aid in improving the self concept of the students.

5. SCIENCE AN INDIAN PERSPECTIVE. Alan J. Allery. Division of Elementary and Secondary Education, Pierre, S.D. 1974-1975. 50 pages. Intermediate Junior High Modules

   The philosophy of the Lakota people that is necessary to life in order to remain in harmony with the universe and the balance of nature is interwoven into a variety of science activities and experiences which develop the powers of observation. The ten modules may be used separately or in sequence. The basic skills of science are utilized. Instructions are clear and functional. It exemplifies the contribution to science by the Lakota/Dakota people. Illustrations are included.

6. INDIAN MEMORIES. Mona Bublitz. Division of Elementary and Secondary Education, Pierre, South Dakota, 1974-75. 99 pages. Middle School Levels
   Cassette.

   The art of telling stories will be revived by listening to the Indian and English versions of Indian stories of the seasons and animals which are narrated by various individuals. The Sioux anthem provides the background music. Suitable for small groups. Activity material for classroom use is included.

7. QUIET. Mona Bublitz. Division of Elementary and Secondary Education, Pierre, South Dakota, 1974-1975. 30 pages. Intermediate Level, Illustrated

   Pictures tell the story of children in quiet activities, alone, and at play with others.

8. GOVERNMENT OF THE INDIAN PEOPLE. Sister Charles Palm. Division of Elementary and Secondary Education, Pierre, South Dakota, 1974-75. 50 pages. — Intermediate, Junior High Level

Cassette, Tape.

A historical review or the relationship of the Lakota/Dakota people with the government, drawing from the past to the present concept of self-determination.

9. LEARNING OF THE INDIAN PEOPLE. Sister Charles Palm. Division of Elementary and Secondary Education, Pierre, South Dakota, 1974-75. 54 pages. — Intermediate, Junior High Level

Cassette.

This unit begins by describing how an Indian boy and girl of long ago learned and brings it up to date to our present day schools and as learning occurs for the Indian student. Elijah Blackthunder relates personal experiences and elaborates on the importance of Indian Education today on a cassette tape which accompanies the unit.

10. SOCIAL LIFE OF THE INDAIN PEOPLE. Sister Charles Palm. Division of Elementary and Secondary Education, Pierre, S.D. 1974-75. Artifacts Display Case on loan basis may accompany unit. 79 pages. — Intermediate, Junior High Level

An authenic and complete unit consisting of eight lessons which introduce different aspects of the social life of the Dakota/Lakota people-values, leadership, music, dancing, art and games. Pertinent explanations and well planned activities tend to stimulate motivation. Lends itself to individualized instruction as a student may learn and progress at his own rate of ability. Emphasis is on the past but an effort is made to combine the past with the present by indicating the practices carried on today. Illustrations are included. Recommended for teachers who are not familiar with the Indian heritage. Excellent print.

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11. LAKOTA STUDIES. Shannon County Schools, Batesland, South Dakota, 1975. — Junior High/ Adult

A general description of Teton history and culture. Fifteen chapters average fourteen double spaced typwritten pages each. The treatment of topics is somewhat brief. Individuals may disagree with some of the details. Nevertheless it is a good introduction to further studies and for use as a resource material. (Packets of supportive materials are not available at this writing.)

12. LEGENDS. He Dog School Indian Studies, Todd County Schools, Mission, S.D. 1975. Elementary Books

A set of two excellent books which cover all areas of Indian culture. Good outlines and teaching units accompany the books and help to make the materials more meaningful.

BILINGUAL MATERIALS

1. AN ORAL INTRODUCTION TO THE STUDY OF THE LAKOTA LANGUAGE. T. Brennan. — Elementary, Cassette

   A native speaker leads the beginner who is learning the Lakota language through a series in which the learner repeats Sioux words after the speaker pronounces them. Enunciation is good and clear.

2. DAKOTA WASICUN WOONSPE WOWAPI. Sisseton-Wahpeton Indian Studies, Sisseton, S.D. 1973. 163 pages. — Junior High, High School, Printed Material

   Very good and well-organized material with a functional set of activities which include vocabulary lessons, word lessons, fill in sentences and matching word exercises for studying the Lakota language.

3. DAKOTA WICOIE. Joe Dudley. Dakota Wowapipahi Community Library, Marty, South Dakota 57361 — Elementary, Booklet

   An article is pictured and the Sioux spelling appears below it in this Lakota language course which is written for students speaking the "N" dialect. To avoid confussion for students who speak a different dialect, it should coincide with the existing dictionaries.

4. DAKOTA WOWAPI WICOIE. Cyrus Crawford and Blossom Keeble. University of South Dakota, Vermillion, S.D. 1970's. 139 pages. — Elementary, Book

   Three books comprise bilingual education in the Sioux language. One of the books is written in the Dakota Dialect. A teacher's manual is not included.

5. LAKOTA ORAL HISTORY. St. Francis Indian School, St. Francis, S.D. — Junior High, Booklet

   The Siouxan philosophy is identified and analyzed in outline form. It provides reasons why the human and historic events took place.

6. SICECA WICOIE WOWAPI. Sisseton-Wahpeton Indian Studies. Sisseton, S.D. 1973. 43 pages. — Elementary, Booklet

   This publication is designed to present in a very condensed form, a beginner's dictionary in which the English language is translated into the Sioux language of the Sisseton-Wahpeton tribe. It is recommended as functional material.

PART III

FILMSTRIPS

MOTION PICTURES

FILMSTRIPS

1. THE FIRST AMERICANS: CULTURE PATTERNS. Schloat Productions. — High School/Adult; Filmstrips; Records/Cassettes

4 filmstrips, color, records or cassettes, program guide, each about 90 frames and 18 minutes long.

The entire set of four filmstrips covers a time span of approximately 12,000 years and explores the artistic architectural, and cultural aspects of prehistoric people of North America. As students identify and understand the social mores and psychological attitudes, they develop an awareness of the positive and negative effects of "progress" on social patterns, as follows:

a. PALEO INDIANS, PART I
The Paleo Indians are supposedly the first Indians who have been identified as existing on the North American continent. The pictures and illustrations are good. The narrative is very factually presented and simply done for easy understanding.

b. THE ARCTIC, PART II

c. THE SOUTHWEST, PART III

d. THE MOUND BUILDERS, PART IV
This part traces the eastern branch of the Paleo Indians in their wanderings through the midwest and eastern coastal regions. It is interesting and informative material stretching from the early Egyptians to the Indians of North America.

2. EARTH KNOWERS. Multi-Media Productions. — Intermediate/Adult

The filmstrip covers a large chronological spectrum. However, history is not the main purpose, but rather the goodness of Indian life. Contemporary Indian living and traditional lifestyle are compared with an in-depth feeling for Indian history apparent. The male voice is good. The female voice does not seem to be Indian and grates on the ears a bit. Students should do research on the Indian quotations. This is especially good as an introductory lesson. It is easily understood and the pictures are interesting.

3. HOW THE PORCUPINE GOT ITS QUILLS. Singer Educational Division.

Primary
Cassette/Puppets
Study Prints

1 cassette, 1 teacher's manual, 4 puppets, 4 two-sided study prints.

This is a North American Indian folktale telling how the porcupine got its stiff quills. Understandable and very good.

MOTION PICTURES

4. AS LONG AS THE GRASS IS GREEN. Atlantic Productions, Inc. ($155). Any Level Motion Picture

11 minutes, color, 16mm, sound

This film manages to present a beautiful story of the developing relationship between a fawn and four Woodland Indian children without any narrative or speaking. It has original ethnic flute music as a background. The children sometimes watch TV but when playing they play as traditional Indian children must have played in a carefree life in the summer time.

5. CHARLEY SQUASH GOES TO TOWN. National Film Board of Canada. Intermediate/ Adult Motion Picture

5 minutes, color, 16mm, sound, available from McGraw Hill.

Charley Squash encounters problems and successes similar to those of any young person as he tries to bridge the gap between his culture and the culture surrounding him and find his own identity. Recommended for older children and up. Without guidance young children may be confused by the subtle points and the satire. As Charlie Squash tries to enter the "white working world", stereotypes show and a picture of the assimilation and acculteration of the Indians of Canada is revealed which is similar to Indians everywhere in North America. The background does not contain any Indian music--only non-Indian music.

6. CHARLES KILLS ENEMY, MEDICINE MAN, Blue Cloud Abbey, Marvin, South Dakota, 57251 Intermediate

Truly a man of two worlds. he began life among Whites. He had to discover "himself". "I was trying hard to believe."

Now he shares with his People the Powers that God has given him in healing.

With the viewer Kills Enemy shares a Sweat Lodge Ceremony and a Lowanpi Ceremony — till the Camera must be stilled in the presence of the Holy.

7. GERONIMO JONES. Learning Corp. of America ($260).
21 minutes, color, 16mm, sound

Middle Grades/
College
Motion Picture

Geronimo is a young Indian boy caught between two worlds. From his grandfather, a descendant of the great Apache Chief Geronimo, he learns of his past and develops a deep sense of pride in his heritage. His cousin, an astronomer at a modern scientific observatory, looks to the future. On a trip to town from the reservation after school, Geronimo is persuaded to trade a treasured Apache medallion from his grandfather for a second hand television which should bring the old man pleasure. The gift results in grief rather than joy. Although it is filmed in Arizona at the Papago Indian Reservation, it has several concepts vital to Indian life generally--cultural conflicts, acculturation, stereotyping, exploitation, poverty, pride, and shame. The film could have been improved by using Indian music instead of an orchestration effect. Recommended.

8. HANDS OF MARIA. RMI Educational Films ($150).
15 minutes, color, 16mm, sound, available from Centron Corp.

Intermediate/
Adult
Motion Picture

Marie Martinez, the famous Indian potter, is shown creating the pottery for which she has been widely honored and recognized. Without the aid of a potter's wheel she fashions large pottery pieces by building coiling ropes of clay as did her ancestors. After firing in an open kiln, pots, plates, and bowls are removed from the ashes, each a brilliant metallic black with painting showing as matte black. The film reveals a remarkable woman, a great artist and the tenacity which brought her fame. Recommended.

9. INDIANS IN THE AMERICAS. BFA Educational Media.
15½ minutes, 16mm.

Any Level
Motion Picture

The film attempts to give an overall look at Indians from their arrival here to the introduction of the horse. It covers a time period so great that the film becomes very sketchy. The film could be used as an introduction. Recommended with the caution that points such as the following be noted and dealt with in detail:

The Picture covers a great time span and is sketchy.
The Bering Strait theory is only a theory--not proven.
There are other theories of migration.
There are many versions of the beginning of Indians.
Indians usually wore clothes.
Over half of our domesticated crops originated from the Indians.
Indians shared their food, watercraft, and overall knowledge with the settlers and explorers which made the new comers survival possible.
The music at the end does not seem relevant to the picture. Some viewers may feel the singer is desecrating a sacred song.

10. OSCAR HOWE: THE SIOUX PAINTER. E.O. Lawrence Telecommunications Center, University of South Dakota. 30 minutes, color, 16mm, sound. — Middle Grades/Adult, Motion Picture

The artistic style of Oscar Howe has become a symbol of modern Sioux Painting. His works, characterized by the use of lines, circles, and bright colors, have recorded and preserved Sioux culture and art and especially the importance of nature to the Indian. Mr. Howe adds much to the film by personally defining his art style. The film emphasizes details in his intricate paintings. The viewer is left with an understanding of the artist's attitude and feelings for his paintings and an increased appreciation of his ability. A background of Indian music instead of a jazz ensemble might have added to the film and to the spirit of the paintings.

11. OUR TOTEM IS THE RAVEN. BFA Educational Media ($295). 21 minutes, color, 16mm, sound. — Any Level, Motion Picture

Fifteen-year-old David is an urban Indian boy with little interest or knowledge about his cultural heritage. His grandfather (portrayed by Chief Dan George) takes David into the forest to give him an understanding of the ways of his forefathers. David moves through the ordeal of endurance and the ritual ascent to manhood. This is a fine film dealing with the spirit of the Indians. Costumes are authenitic and the sea shore scenes are beautiful. Traditional values, attitudes and beliefs are explained. Chief George is excellent as the grandfather. Highly recommended.

12. PORTRAIT OF LUCY SWAN. Calumet Communications from Blue Cloud Abbey, Marvin, South Dakota 57251 — Any Level, Motion Picture

28 minutes, 16mm, sound.

Lucy Swan was born on the Rosebud Reservation at the turn of the century. She accurately remembers the old ways but does not entirely discount the new. She was chosen "Outstanding Woman of the Year" of the Cheyenne River Reservation. The film reveals the past and present of this remarkable woman who is a consummate story teller. The viewer becomes aware of the contrast between then and now as this fascinating woman's past and present are revealed. Lucy Swan has lived for more than fifty years at Cherry Creek. Depicted are a respect for parents and the true immage of the role of the Indian female. Highly recommended.

13. SIOUX LEGENDS. Brigham Young University.

Intermediate/
Adult
Motion Picture

20 minutes, color, 16mm, sound, available from Nauman Films.

Sioux and Blackfeet Indians act out scenes from the daily life of their ancestors and legends of tradition and magic. The stories include: How the Sioux Nation Was Born, which tells of a flood and the lone survivor rescued by an eagle; How the Peace Pipe Came, which shows the magical Buffalo Woman bringing the first pipe and its ritual to the medicine man; and the Old Grandmother at the End of the World, who is always embroidering a buffalo robe with quills--if she ever finishes, the World will end. Viewers may notice some minor details such as the cloth tipi and the scotch tape on the pipe; The Indian music is good. The photography is excellent and the actors and actresses are **really** Indians. Recommended.

14. STEVE CHARGING EAGLE. Calumet Communications from Blue Cloud Abbey, Marvin, S.D.

Any Level
Motion Picture

Red Scaffold, South Dakota is the home of Steve Charging Eagle. This is the story of an Indian family man and his family who are living in today's world but still continuing the customs and traditions of Indian society. They find fellowship and happiness from attending and participating in Indian celebrations. At the same time they adapt to the modern way of life. The film depicts the average economic base for most Indians on reservations. Parental participation in a child's education is shown. Highly Recommended.

15. TAHTONKA. BFA Educational Media ($380).

Intermediate/
Adult
Motion Picture

30 minutes, color, 16mm, sound.

This is an historical look at the Sioux Nation from 1830 to 1890. Filmed where the events took place and reenacted in live drama are the buffalo hunts; the ceremonial as well as the economic importance of the buffalo to the Indians; the conflict with settlers, exploiters, and railroad builders; the final near-extermination of the buffalo; and the defeat of the Indians by the U.S. Calvary. Some parts of this film are similar to the film, Sioux Legends, but more factual and historical. Viewers may disagree with the the way the film suggests the "winter count" is done. Definitely recommended.

PART IV

AUDITORY MATERIALS

AUDITORY MATERIALS

The following is taken from Indian Education Course outline, Black Hills State College, Spearfish, P321-324.

RADIO STATIONS BROADCASTING AMERICAN INDIAN PROGRAMS

KUOM-AM
550 Rarig Center
University of Minnesota
Minneapolis, MN 55455

Programming: Broadcasts "Indian News" daily and aired "Voices from the Earth" for ten weeks. Voices from the Earth consisted of traditional music and talk about traditional culture and arts as well as contemporary issues.

Availability: Station maintains library of Voices from the Earth with tapes for sale. No catalogue is is available. Contact Andrew Marlow (Sisseton Wahpeton Dakota) 3852 Pleasant Avenue South, Minneapolis, MN 55409 (612-373-2252) for further information.

KEEY-AM/FM
661 Fontenac Street
St. Paul, MN 55104

Programming: Broadcasts "American Indian Radio" weekly. Consists of news, traditional music and interviews.

KCSR-AM
212 Bordeaux Street
Chadron, NE 69337

Programming: Broadcasts three weekly, bilingual religious programs--"Decision Time," "God's Good Words," and "Lakota Gospel."

Availability: Tapes for these programs are available from Wesleyan Indian Mission, Box 891, Hot Springs, South Dakota 57747 (Decision Time), Wesley L. Kosin, Box 338, Fort Washakie, WY 82514 (God's Good Words), and Mennonite Brethren Central, c/o Ed Ediger, Hampton, NE 68843 (Lakota Gospel). Station maintains small tape library available for loan and exchange. Contact station manager for information.

KVSH-AM
Valentine, NE 69201

Programming: Broadcasts specials from Rosebud Community College and regular weekly broadcast of religious oriented "Sioux for Christ." Program is occasionally bi-lingual.

Availability: Station maintains some tapes available for loan or exchange. Specials are broadcast live without recording. "Sioux for Christ" available from Jesuit Fathers, St. Francis Mission, St. Francis, South Dakota 57572.

KEYA-FM
Public Broadcasting Box 190
Belcourt, ND 58316

Programming: "Will begin broadcasting 1/75 to Turtle Mountain Chippewa Reservation and surrounding area." All broadcasting will be oriented toward Natives.

Availability: No tape library is maintained but tapes will be made available on written prior request. Contact Dallas Brien (Chippewa) at the station (701-477-5686) for further information.

KDSU-FM
North Dakota State University
Fargo, ND 58102

Programming: Produced, broadcast and distributes series of 23 30 minute programs titled "For Eagles to be Crows," "the story of North Dakota Indians, as interpreted by them and from their point of view." Program is also carried by KRAD, East Grand Forks, MN, KDLR, Devil's Lake, ND, KGCX, Williston, ND, KNDK, Langdon, ND, KTDB, Ramah, NM, WBUR, Boston, MA.

Availability: Tape library is maintained and program series is available for loan or tape exchange. Contact Program John L. Tilton at the station (701-237-8321) for brochure and further information.

KGFX-AM
Box 1197
Pierre, South Dakota 57501

Programming: Broadcasts live, weekly program "Great Sioux Nation" consisting of music, job announcements, and guest interviews.

Availability: No library maintained but programs will be recorded on request. Contact Gordon Bird at the station (605-224-8686) for further information.

KOTA-AM
Box 1752
Duhamel Bldg.
Rapid City, South Dakota 57701

Programming: Broadcasts weekly program produced by Black Hills State College, Spearfish, South Dakota 57783 titled "Dakota Indians Revisited."

Availability: Station maintains small tape library but program tapes are available through Dr. Charles Schad at Black Hills State College (605-642-6446). In addition, some tapes of Dakota history may be available from Harold W. Shunk, Rimrock Highway, RR1, Box 115, Rapid City, South Dakota 57701.

KOLY-AM/FM
114 Third St. E.
Mobridge, SD 57601

Programming: Broadcasts four Native American programs: "Standing Rock Report" a weekly report of the Standing Rock Tribal Council; "Fort Yates Library Report" a weekly news report and information from Fort Yates Library; "Especially for You" a weekly religious program in English; and "Lakota Visions" a weekly religious program in Sioux and English.

Availability: Station does not maintain library but tapes are available for exchange and loan from: Standing Rock Tribal Council, Fort Yates, ND 58538 (701-854-2901) (Fort Yates Library Report); Mae Glassburn, 205 Pear St., Newport News, VA 23607 (Especially for You); and Standing Rock Bible Church, McLaughlin, SD 57642 (Lakota Vision).

KUSD-AM/FM
University of South Dakota
Vermillion, SD 57069

Programming: Broadcasts "The Indian Hour" twice weekly consisting of news, information and traditional music.

Availability: No library maintained but tapes would be recorded on an exchange basis with prior request. Contact Bruce Baird (Chippewa/Oneida), 932 Elinculn, Vermillion, SD 57069 (605-624-8456) for more information.

KWYR-AM/FM
Box 491
Winner, SD 57580

Programming: Broadcasts two weekly Native oriented programs: "Rosebud Sioux Reports" a report Norman Knox of the "activities of the Rosebud Sioux Tribal Council" and "Dakota Christian Hour" a religious bi-lingual program.

Availability: Station maintains some tapes in a library for loan or exchange. Contact Norman Knox (Sioux) Rosebud Tribal Council, Rosebud, SD 57570 for availability of "Reports" and Rev. Raymond Montour, Rosebud, SD 57570 for "Christian Hour" availability.

WNAX-AM
Yankton, SD 57078

Programming: Broadcasts weekly "The Indian Hour" from University of South Dakota at Vermillion.

Availability: See KUSD in South Dakota for availability.

Taken from: Index to Bibliographies and Resource Materials. National Indian Education Association, 3036 University Avenue, S.E. Suite 3, Minneapolis, Minnesota 55414. Spring, 1975.

LIST OF ADDRESSES

Aberdeen Area Office
Bureau of Indian Affairs
Aberdeen, S.D.

Atlantic Productions, Inc.
850 Thousand Oaks Blvd.
Thousand Oaks, Calif. 91360

BFA Educational Media
2211 Michigan Ave.
Santa Monica, Calif. 90404

Blue Cloud Abbey
Marvin, South Dakota 57251

Calumet Communications
Box 311
Yankton, South Dakota 57078

Canyon Records
4143 North Sixteenth
Phoenix, Arizona 85061

Center of Indian Studies
Black Hills State College
1200 University Avenue
Spearfish, South Dakota 57783

Centron Corporation
University of South Dakota
310 East Clark Street
Vermillion, South Dakota 57069

E.O. Lawrence Telecommunications Center
University of South Dakota
Vermillion, South Dakota 57069

Educational Research and Service Center
School of Education
University of South Dakota
Vermillion, South Dakota 57069

Learning Corporation of America
1560 N. Sandburg Terrace
Chicago, Illinois 60610

Indian Education
Division of Elementary and Secondary Education
Department of Education and Cultural Affairs
Pierre, South Dakota 57501

McGraw Hill Films
1221 Avenue of the Americas
New York, New York 10020

Multi-Media Productions, Inc.
P.O. Box 5097
Stanford, California

Nauman Films
Custer, South Dakota 57730

RMI Educational Films
701 Westport Road
Kansas City, Missouri 64111

Schloat Productions
150 White Plains Road
Tarryton, New York 10591

Singer SVE
1345 Diversey Parkway
Chicago, Illinois 60614